

The School Plan for Student Achievement

School: Fair Oaks Ranch Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Julie McBride
Revision Date: October 29th, 2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESSA) require each school to consolidate all school plans for programs funded through the ConApp and ESSA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Julie McBride
Position: Principal
Phone Number: 661-299-1790
Address: 26933 North Silverbell Ln.
Santa Clarita, CA 91387
E-mail Address: jmcbride@sssd.k12.ca.us

The District Governing Board approved this revision of the SPSA on December 9, 2020.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	7
School and Student Performance Data	9
SBA Results (All Students)	9
ELPAC Results	13
California Physical Fitness Test Results	17
Planned Improvements in Student Performance	33
School Goal #1.....	33
School Goal #2.....	37
School Goal #3.....	51
School Goal #4.....	56
Summary of Expenditures in this Plan.....	61
Total Allocations and Expenditures by Funding Source	61
Total Expenditures by Object Type.....	62
Total Expenditures by Object Type and Funding Source	63
Total Expenditures by Goal	64
Annual Evaluation.....	65
School Site Council Membership.....	68
Recommendations and Assurances.....	69

School Vision and Mission

Fair Oaks Ranch Community School's Vision and Mission Statements

Vision:

We, as a community, have a vision where every Fair Oaks Ranch scholar is recognized for his/her individuality, supported to achieve personal success, and fortified to become an active, responsible learner and productive citizen of the global community.

Motto: "Soar Above the Rest"

Mission:

Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning. We also strive to be a community of learners in which all members use their minds well and care about one another. We also strive to nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere. We promote leadership, school spirit, and pride in ourselves through our daily studies as scholars and our educational accomplishments.

Fair Oaks Ranch parents are active participants in their child's learning and provide the essential foundation of life skills that allows the children to achieve their fullest potential. Parents are full partners in their child's education; they are included in decision-making and on advisory committees to assist in the education of their child and in the development of community awareness and involvement. Fair Oaks Ranch Staff is attuned to the students' varied learning needs and to the requirements of a thoughtful and well-articulated curriculum. Ours is a collaborative model in which, working together as a team, all teachers tailor, plan, and carry out effective technology integration and content-rich ways to provide all students with learning experiences and challenges from the district curriculum at a level that matches their needs, readiness, and potential.

School Profile

Fair Oaks Ranch Community School, Sulphur Springs Union School District's eighth school, opened its doors on August 5, 2002. Located in the Pardee Homes development of Fair Oaks Ranch, the school was funded through a partnership between the developer and the district. Fair Oaks Ranch Community School, a Title One school, has eight permanent buildings with a capacity for 970 students, with a current enrollment of 947 Transitional Kindergarten through Sixth Grade students. Fair Oaks Ranch Community School is the most diverse campus in the Sulphur Springs Union School District. Students attending this school come from homes in which 19 different languages are spoken. Located on a hillside overlooking the Santa Clarita Valley, Fair Oaks Ranch first gives the appearance of an institution of higher learning. But a tour of the campus makes it clearly evident that the school was built with the elementary student in mind. The school's exterior, including the tile roof, multi-paned windows, stone facade, colonnades, and color scheme blends with the craftsman's style of the adjacent homes. Six relocatable classrooms and the on campus childcare facility also have the same exterior and interior as the permanent buildings. To accommodate the growth in student enrollment, three additional relocatable classrooms are also being used. Each of the four permanent buildings has six classrooms surrounding a common area. The administration building, located at the front of the school, is connected with the entire campus by covered walkways. The Multipurpose room building provides ample room for all students to eat lunch, an inside stage for assemblies, and school productions. Across the quad, from the Multipurpose room's outside stage, is the library building which houses additional classrooms, Special Education facilities, a conference room, the computer lab, and a teacher workroom. The school playground has two baseball diamonds with back stops, a 1/4 mile track, soccer field, play structures, an endurance course, handball courts, basketball courts, a covered outside eating area, and a standard blacktop game area. Fair Oaks Community School has 33 general education classrooms and three special day classes. Each classroom is equipped with Smart technology, this includes teacher laptop, hover cam, one or two SmartBoard/s, student iPads and a sound system. Our support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive PE teacher, and an Occupational Therapist. The fully equipped Computer Lab, includes 36 computers, a sound system, and a SmartBoard. We have a Computer Lab Specialist that works with classes on a weekly basis.. Our state of the art science lab is used by our Transitional Kindergarten through 6th grade with a Science Lab Assistant who assists teachers with experiments. Our EL Instructional Aide provides early intervention to our at risk primary students, and supports our Spanish speaking families by communicating with them and providing translation when needed. The entire campus is wireless. Parent support and involvement is a hallmark of the Sulphur Springs Union District. Demonstrating this commitment, the Fair Oaks Ranch PTA has been instrumental in providing additional funding to supplement instructional supplies, our school-wide Enrichment Program, field trips,

and numerous educational assemblies for our students. The PTA also sponsors Book Fairs to increase the number of books in the library. Volunteers are welcomed and actively involved in all classrooms assisting teachers and students. As a growing Professional Learning Community, Fair Oaks Ranch staff and students participate in celebration of success and student achievement. At Fair Oaks Ranch School, the students, the staff, and the school community are committed to honoring and continuing with the traditions of excellence. The importance placed on high expectations permeate the classrooms empowering our students to “Soar Above the Rest”.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. This year, due to school closures from Covid-19, survey information included feedback on distance learning, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support families during this time of remote teaching.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms. During remote teaching, classroom observations include participation in teachers’ scheduled live teaching sessions

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESSA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESSA)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESSA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESSA)

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs. For the 2020-2021 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2020-2021 school year started, teachers participated in 32 hours of virtual professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Assistant Principals for Instruction, and two Teachers on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2020-2021 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESSA)

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.

After the release of the report “Addressing Unfinished Learning After Covid-19” by the Council of Great City Schools (June 2020), the District’s Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2020-2021 academic school year. Through a series of four workshop sessions, the team focused on three of the principles contained in the report: 1) Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled “2020-2021 Priority Instructional Content in English-Language Arts and Mathematics” to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school implements the minimum required instructional minutes as per SB 98, the State Bill that addresses modifications to instructional minutes as a result of shifts in learning models due to Covid-19 school closures. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students’ instructional needs.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The school implements a multi-tiered system of support to target students’ instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

11. Availability of standards-based instructional materials appropriate to all student groups (ESSA)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESSA)

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

14. Research-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESSA)

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The school Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESSA)

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to that support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

18. Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Description of Barriers and Related School Goals

Two growing populations of students at our site are English Learners and socioeconomically Disadvantaged (SED) students. In the area of ELA, approximately 24% of our English Learners met or exceeded the ELA standards on the 2019 SBAC test. In the area of Math, approximately 20% of our English Learners met or exceeded the standards met or exceeded the Math standards on the 2019 SBAC test. The staff is continually working to ensure that our English Learners receive access to core instruction including Designated ELD, and their parents are able to access resources to best support their children. In the area of ELA, approximately 45% of our SED students met or exceeded the standards on the 2019 SBAC test. In the area of Math, approximately 38% of our SED students met or exceeded the standards on the 2019 SBAC test. The staff is continually working to ensure that SED students receive access to core instruction and intervention as needed, and their parents are able to access resources to best support their children. We need to continue to provide intervention to our students to ensure we close these achievement gaps.

During online learning, we are continuing to look for ways to mitigate learning loss for all of students, and specifically, our most at risk students.

Although teachers have the opportunity to collaborate twice a month, we still need to create other avenues for data analysis, teacher collaboration for lesson planning, and peer observation.

Although support for positive socio-emotional achievement is provided through the LCAP, the site still needs interventions to ensure students have an opportunity to access necessary resources. The staff will be continuing the implementation of the Capturing Kids' Hearts program for the 2020-2021 school year to support positive relationships on campus. In addition, the site will continue with the implementation of Positive Behavior Intervention and Supports (PBIS) to support positive behavior on campus.

School and Student Performance Data

SBA Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	126	129	132	126	128	132	126	128	99.2	100	99.2
Grade 4	143	134	139	141	134	139	141	134	139	98.6	100	100
Grade 5	140	130	141	139	130	139	139	130	139	99.3	100	98.6
Grade 6	137	139	136	137	138	136	137	138	136	100	99.3	100
All Grades	553	529	545	549	528	542	549	528	542	99.3	99.8	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2454.9	2441.3	2443.9	37.88	30.16	35.94	22.73	28.57	22.66	21.97	22.22	17.19	17.42	19.05	24.22
Grade 4	2487.8	2497.5	2480.7	33.33	37.31	28.06	23.40	29.85	28.78	24.11	13.43	21.58	19.15	19.40	21.58
Grade 5	2538.6	2523.4	2519.4	34.53	33.08	23.74	33.81	28.46	33.81	13.67	16.92	20.14	17.99	21.54	22.30
Grade 6	2565.0	2561.9	2537.5	29.93	29.71	26.47	35.77	36.96	28.68	24.09	15.94	20.59	10.22	17.39	24.26
All Grades	N/A	N/A	N/A	33.88	32.58	28.41	28.96	31.06	28.60	20.95	17.05	19.93	16.21	19.32	23.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.09	26.98	37.50	40.15	50.79	38.28	25.76	22.22	24.22
Grade 4	32.62	33.58	30.94	49.65	50.00	47.48	17.73	16.42	21.58
Grade 5	33.81	30.77	29.50	43.17	45.38	50.36	23.02	23.85	20.14
Grade 6	29.20	30.43	30.88	52.55	46.38	34.56	18.25	23.19	34.56
All Grades	32.42	30.49	32.10	46.45	48.11	42.80	21.13	21.40	25.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	25.40	28.13	50.76	50.79	42.97	15.91	23.81	28.91
Grade 4	33.33	32.09	20.86	48.23	49.25	58.99	18.44	18.66	20.14
Grade 5	41.73	41.54	28.06	43.88	38.46	51.08	14.39	20.00	20.86
Grade 6	42.34	40.58	35.29	42.34	39.86	38.24	15.33	19.57	26.47
All Grades	37.70	35.04	28.04	46.27	44.51	47.97	16.03	20.45	23.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.06	25.40	29.69	59.85	65.87	55.47	9.09	8.73	14.84
Grade 4	20.57	26.87	23.02	60.99	61.94	66.91	18.44	11.19	10.07
Grade 5	31.65	23.08	23.02	54.68	60.77	60.43	13.67	16.15	16.55
Grade 6	21.90	26.81	19.12	66.42	59.42	60.29	11.68	13.77	20.59
All Grades	26.23	25.57	23.62	60.47	61.93	60.89	13.30	12.50	15.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	26.98	27.34	49.24	53.97	50.78	17.42	19.05	21.88
Grade 4	32.62	36.57	22.30	52.48	44.78	56.83	14.89	18.66	20.86
Grade 5	43.88	42.31	32.37	41.73	36.92	48.92	14.39	20.77	18.71
Grade 6	45.99	50.00	33.82	44.53	36.23	47.79	9.49	13.77	18.38
All Grades	38.98	39.20	28.97	46.99	42.80	51.11	14.03	17.99	19.93

Conclusions based on this data:

1. In the areas of Writing and Research and Inquiry, we are seeing a significant decrease in the number of students who are scoring above standard from the previous years. We need to provide strong first instruction in writing, to increase the number of students scoring in above standard in Writing and Research and Inquiry. In addition, we need to provide teachers the necessary tools to improve writing instruction.
2. Overall, with 25% of our students scoring below standard in the area of reading, we need to provide more targeted reading intervention to our students who need extra support in the area of reading instruction.
3. Looking at the trends in the data, we need to increase the number of students scoring above standard in the area of Listening. The data shows we have 51% of our students At or Near Standard in the area of Listening. As a result, we need to incorporate more strategic listening activities into our English Language Arts instruction, to increase the number of students who are scoring Above Standard in the area of Listening.

School and Student Performance Data

SBA Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	127	129	133	127	128	133	127	128	99.3	100	99.2
Grade 4	143	134	139	142	134	139	142	134	139	99.3	100	100
Grade 5	140	130	141	140	130	140	140	130	140	100	100	99.3
Grade 6	137	139	136	137	139	136	137	139	136	100	100	100
All Grades	554	530	545	552	530	543	552	530	543	99.6	100	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2442.7	2438.8	2436.0	21.05	21.26	21.88	34.59	35.43	29.69	25.56	21.26	27.34	18.80	22.05	21.09
Grade 4	2488.9	2489.3	2492.0	26.06	29.10	25.18	28.17	21.64	29.50	26.76	29.85	30.22	19.01	19.40	15.11
Grade 5	2518.4	2518.2	2517.1	28.57	31.54	27.86	17.14	16.92	17.86	25.71	24.62	27.14	28.57	26.92	27.14
Grade 6	2549.9	2547.8	2544.8	24.82	28.78	27.21	27.01	23.74	25.74	29.93	24.46	22.79	18.25	23.02	24.26
All Grades	N/A	N/A	N/A	25.18	27.74	25.60	26.63	24.34	25.60	26.99	25.09	26.89	21.20	22.83	21.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.83	33.86	32.81	39.85	40.94	35.16	26.32	25.20	32.03
Grade 4	39.44	41.04	38.85	29.58	25.37	33.81	30.99	33.58	27.34
Grade 5	35.71	35.38	34.29	28.57	29.23	31.43	35.71	35.38	34.29
Grade 6	34.31	36.69	35.29	37.23	35.97	34.56	28.47	27.34	30.15
All Grades	35.87	36.79	35.36	33.70	32.83	33.70	30.43	30.38	30.94

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.58	29.92	27.34	48.87	44.09	49.22	19.55	25.98	23.44
Grade 4	30.28	29.85	28.78	44.37	44.78	48.20	25.35	25.37	23.02
Grade 5	27.14	27.69	27.86	41.43	43.85	37.86	31.43	28.46	34.29
Grade 6	24.82	25.18	26.47	51.09	45.32	44.85	24.09	29.50	28.68
All Grades	28.44	28.11	27.62	46.38	44.53	44.94	25.18	27.36	27.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.83	27.56	25.78	52.63	50.39	52.34	16.54	22.05	21.88
Grade 4	31.69	34.33	30.94	47.18	37.31	47.48	21.13	28.36	21.58
Grade 5	25.00	30.77	22.86	45.71	39.23	42.86	29.29	30.00	34.29
Grade 6	28.47	28.06	23.53	46.72	43.17	44.12	24.82	28.78	32.35
All Grades	28.99	30.19	25.78	48.01	42.45	46.59	23.01	27.36	27.62

Conclusions based on this data:

1. In the area of Concepts and Procedures, we have the highest percentage of students scoring Above Standard at 35%, however we also have the high percentage of students scoring Below Standard at 31%. These scores have been consistent for the past three years. We need to provide best first instruction, in addition to more targeted math intervention to our students who need extra support in the area of math.
2. Overall, with 27% of our students scoring below standard in the claim of Problem Solving and Modeling/Data Analysis, we need to provide best first instruction for our students in the area of problem solving.
3. Looking at the trends in the data, we decreased the number of students scoring Above Standard in the area of Communicating Reasoning, and we increased the number of students scoring at or near standard in the area of Communicating Reasoning. We need to better analyze what supports our students need in communicating reasoning, to increase the percentage of students in the Above Standard range in this area, and decrease the number of students scoring Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1470.1	1454.2	1469.3	1459.0	1471.7	1442.8	19	24
Grade 1	1527.9	1518.3	1516.0	1511.1	1539.2	1525.1	24	15
Grade 2	1519.2	1552.2	1516.5	1544.6	1521.4	1559.1	22	21
Grade 3	1511.7	1500.0	1508.1	1481.8	1515.0	1517.5	15	13
Grade 4	1530.2	1546.7	1522.5	1540.5	1537.3	1552.5	12	15
Grade 5	1542.0	*	1539.5	*	1543.8	*	17	10
Grade 6	1516.2	1541.6	1506.9	1545.9	1525.0	1536.7	12	14
All Grades							121	112

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.16	29.17	*	41.67	*	16.67		12.50	19	24
1	87.50	46.67	*	26.67		26.67	*	0.00	24	15
2	77.27	66.67	*	28.57	*	4.76	*	0.00	22	21
3	*	38.46	*	23.08	*	30.77	*	7.69	15	13
4	*	40.00	*	53.33	*	6.67	*	0.00	12	15
5	*	*	*	*	*	*	*	*	17	*
6	*	21.43	*	50.00	*	28.57		0.00	12	14
All Grades	57.02	41.07	26.45	35.71	10.74	17.86	*	5.36	121	112

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.16	33.33	*	33.33	*	16.67		16.67	19	24
1	87.50	46.67	*	40.00		13.33	*	0.00	24	15
2	77.27	80.95	*	19.05	*	0.00	*	0.00	22	21
3	*	38.46	*	23.08	*	23.08	*	15.38	15	13
4	*	66.67	*	26.67	*	6.67	*	0.00	12	15
5	64.71	*	*	*	*	*	*	*	17	*
6	*	50.00	*	35.71	*	14.29		0.00	12	14
All Grades	63.64	51.79	23.14	28.57	9.09	10.71	*	8.93	121	112

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	25.00	*	41.67	*	20.83		12.50	19	24
1	83.33	53.33	*	13.33	*	26.67	*	6.67	24	15
2	68.18	47.62	*	33.33	*	14.29	*	4.76	22	21
3		15.38	*	46.15	*	15.38	*	23.08	15	13
4	*	26.67	*	60.00	*	13.33		0.00	12	15
5	*	*	*	*	*	*	*	*	17	*
6	*	14.29	*	21.43	*	57.14	*	7.14	12	14
All Grades	46.28	29.46	24.79	36.61	17.36	24.11	11.57	9.82	121	112

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	84.21	29.17	*	62.50		8.33	19	24	
1	91.67	73.33	*	26.67	*	0.00	24	15	
2	77.27	76.19	*	23.81	*	0.00	22	21	
3	*	0.00	73.33	76.92		23.08	15	13	
4	*	60.00	*	40.00	*	0.00	12	15	
5	64.71	*	*	*	*	*	17	*	
6	*	28.57	*	50.00	*	21.43	12	14	
All Grades	63.64	44.64	28.93	45.54	*	9.82	121	112	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.89	41.67	*	41.67		16.67	19	24
1	79.17	26.67	*	73.33	*	0.00	24	15
2	63.64	76.19	*	23.81	*	0.00	22	21
3	*	53.85	*	30.77	*	15.38	15	13
4	*	60.00	*	40.00	*	0.00	12	15
5	76.47	*	*	*	*	*	17	*
6	*	78.57	*	21.43	*	0.00	12	14
All Grades	67.77	56.25	27.27	34.82	*	8.93	121	112

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	*	83.33		8.33	19	24
1	79.17	53.33	*	40.00	*	6.67	24	15
2	72.73	52.38	*	42.86	*	4.76	22	21
3	*	30.77	73.33	38.46	*	30.77	15	13
4	*	13.33	*	86.67	*	0.00	12	15
5	*	*	*	*	*	*	17	*
6	*	7.14	*	50.00	*	42.86	12	14
All Grades	46.28	27.68	37.19	58.93	16.53	13.39	121	112

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	73.68	66.67	*	20.83		12.50	19	24
1	75.00	46.67	*	53.33	*	0.00	24	15
2	*	33.33	50.00	61.90	*	4.76	22	21
3	*	30.77	86.67	53.85		15.38	15	13
4	*	33.33	*	66.67		0.00	12	15
5	*	*	*	*	*	*	17	*
6	*	21.43	91.67	71.43		7.14	12	14
All Grades	49.59	39.29	47.11	52.68	*	8.04	121	112

Conclusions based on this data:

1. In the area of Listening and Speaking we have a higher percentage of students scoring in the well developed range. While in the area of reading and writing, we have a higher percentage of students scoring in the Somewhat/Moderately developed range. We need to closely monitor our students who are consistently scoring in the Somewhat/Moderately developed range in the area of Reading and Writing on the ELPAC.
2. Our Kindergarten, 1st and 2nd grade students are scoring high in the area of Listening and Speaking. We need to examine our ELD practices to ensure they are increasing their scores in the area of Reading and Writing.
3. Our 4th-6th grade students are not consistently scoring in the Well Developed range in the area of Reading and Writing. For our long term English Learners, we need to provide explicit, targeted instruction in these areas to ensure their scores increase in the area of Reading and Writing.

School and Student Performance Data

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15	28.6	34.3
7			
9			

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
979	40.9	13.7	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	134	13.7
Foster Youth	3	0.3
Homeless	15	1.5
Socioeconomically Disadvantaged	400	40.9
Students with Disabilities	109	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	82	8.4
American Indian	1	0.1
Asian	82	8.4
Filipino	95	9.7
Hispanic	412	42.1
Two or More Races	61	6.2
Pacific Islander	1	0.1
White	244	24.9





Conclusions based on this data:

1. Fair Oaks Ranch community school serves a diverse population of students and families, and we need to continue to find ways to support all of our family groups.
2. With 40.9% socioeconomically disadvantaged students, we need to continue to ensure that we are providing academic and social emotional support for our students to ensure that they are continuing to make excellent academic progress.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="224 432 441 457">English Language Arts</p>  <p data-bbox="295 506 370 531">Green</p>	<p data-bbox="704 432 915 457">Chronic Absenteeism</p>  <p data-bbox="776 506 850 531">Yellow</p>	<p data-bbox="1205 432 1373 457">Suspension Rate</p>  <p data-bbox="1250 506 1325 531">Yellow</p>
<p data-bbox="266 632 399 657">Mathematics</p>  <p data-bbox="295 705 370 730">Yellow</p>		

Conclusions based on this data:

1. In English Language Arts, students performed in the green performance level, which is an increase from the previous year.
2. In Math, students performed in the yellow performance level, which is a decrease from the previous year.
3. Overall students remained in the yellow performance level for chronic attendance. This is due to an increase in focus on attendance at the site and district level.

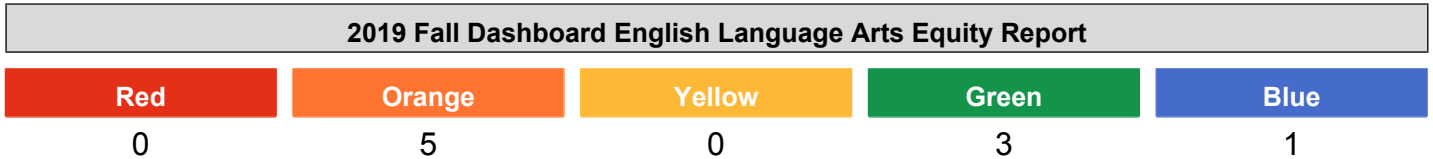
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>11.7 points above standard</p> <p>Declined -11 points</p> <p>525</p>	<p>English Learners</p> <p>Orange</p> <p>6.1 points below standard</p> <p>Declined -13 points</p> <p>104</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>6.4 points below standard</p> <p>12</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>21.2 points below standard</p> <p>Maintained -1.7 points</p> <p>228</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>86.8 points below standard</p> <p>Increased ++13.1 points</p> <p>68</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 28.5 points below standard Maintained ++0.2 points 44	 No Performance Color 0 Students	 Blue 56.4 points above standard Maintained -1 points 45	 Green 68.3 points above standard Declined -6.4 points 54
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16.5 points below standard Declined -14.1 points 225	 Green 38.2 points above standard Declined Significantly -26.7 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 29.1 points above standard Declined -7.1 points 121

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.7 points below standard Declined -5.8 points 47	38.9 points above standard Declined Significantly -23.7 points 57	15 points above standard Declined -10.3 points 404

Conclusions based on this data:

1. In English Language Arts, students performed in the green performance level, which is an increase from the previous year.
2. Our Reclassified English Learners declined significantly (23.7 points) in 2019, and we need to closely monitor these students after they reclassify to ensure that they make steady academic progress.
3. Five student groups are in the Orange which means the student group is either below standard or had a significant decrease from the previous year. As a school, we need to continue to target these groups to ensure they receive additional academic support to ensure they make steady academic progress.

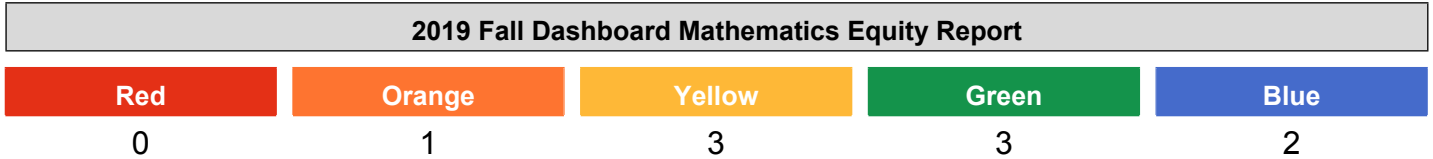
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 1.5 points below standard Maintained -1.2 points 525	<p>English Learners</p> Green 7.3 points below standard Increased ++5.1 points 104	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 36.5 points below standard 12	<p>Socioeconomically Disadvantaged</p> Yellow 32.4 points below standard Increased ++8.7 points 228	<p>Students with Disabilities</p> Yellow 90.6 points below standard Increased Significantly ++26.4 points 68

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 37.8 points below standard Increased Significantly ++17.4 points 44		 Blue 57.7 points above standard Increased ++6.1 points 45	 Blue 53.1 points above standard Increased ++6.2 points 54
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.2 points below standard Maintained ++0.6 points 225	 Green 19.7 points above standard Declined -14.7 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 14.4 points above standard Declined -8.6 points 121

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.9 points below standard Maintained ++2.2 points 47	34.5 points above standard Increased ++3.8 points 57	1.6 points below standard Maintained -2.9 points 404

Conclusions based on this data:

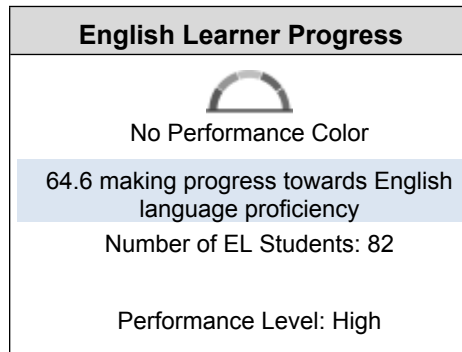
1. Overall students remained in the yellow performance level for math, at 1.5 points below standard, and we have maintained this score from the previous year.
2. Our Students with Disabilities are 90 points below standard, however they had a significant increase (26.4 points) from the previous year. We need to continue to ensure that our students with disabilities are provided a rigorous curriculum, with adequate supports, to ensure they continue to make gains in the area of math.
3. Three student groups are in the yellow performance level which means the student group is below standard but, had an increase from the previous year. As a school, we need to continue to target these groups to ensure they continue to make gains in the area of math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.9	24.3	23.1	41.4

Conclusions based on this data:

1. With 64.6% of students making progress towards English Language proficiency, we need to continue to support our English Learners as they move towards proficiency.
2. We need to look at the 24.3% of students who maintained a level 1,2, or 3 to determine who needs additional support. For our Long Term English Learners, we need to provide extra, targeted support to ensure that they make steady progress towards English Language proficiency.
3. We need to continue to examine our teaching practices during our Designated English Language Development time and ensure that the instruction is targeting the necessary skills our English Learners need to make steady progress towards English Language proficiency.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- Information does not apply to elementary students

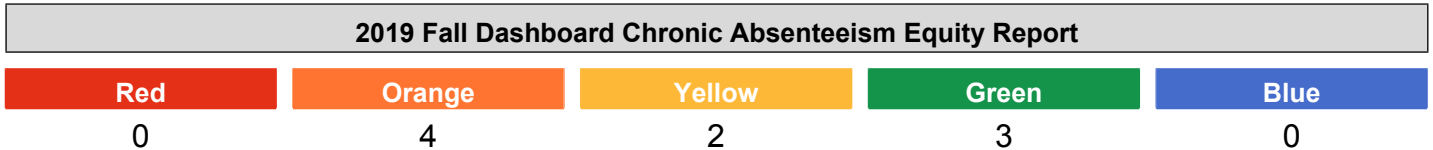
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>9.3</p> <p>Maintained +0.3</p> <p>1012</p>	<p>English Learners</p> <p>Orange</p> <p>11.3</p> <p>Increased +3.9</p> <p>141</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>21.1</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.7</p> <p>Increased +0.6</p> <p>432</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>13</p> <p>Declined -1.5</p> <p>123</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 5.7 Declined -1.5 87	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 3.7 Increased +1.4 82	 Green 5.2 Declined -1.8 97
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.5 Increased +1.2 430	 Green 6.3 Declined -5.8 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 7.6 Increased +1.8 251

Conclusions based on this data:

1. Overall students remained in the yellow performance level for chronic attendance. This is due to an increase in focus on attendance at the site and district level.
2. Both our Socioeconomically Disadvantaged students and our Students with Disabilities have over 13% of students with chronic absenteeism. This is a concern for those two groups, because they have only a slight change from last year.
3. Four student groups are in the Orange which means the student groups had a significant increase in chronic absenteeism from the previous year. As a school, we need to continue to support these groups and their families, to ensure that they are engaged in school.

School and Student Performance Data

Academic Engagement Graduation Rate

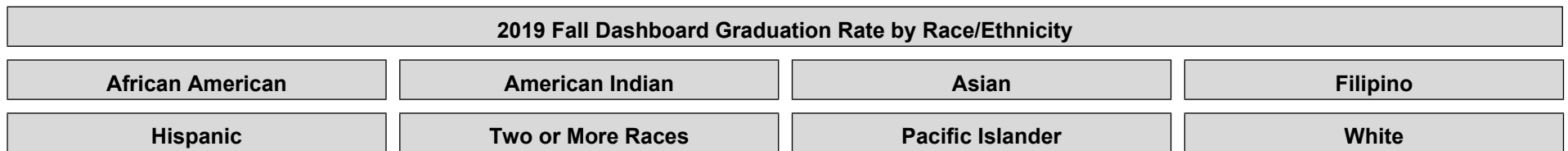
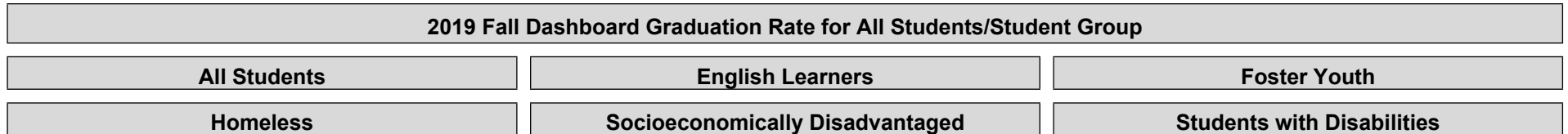
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

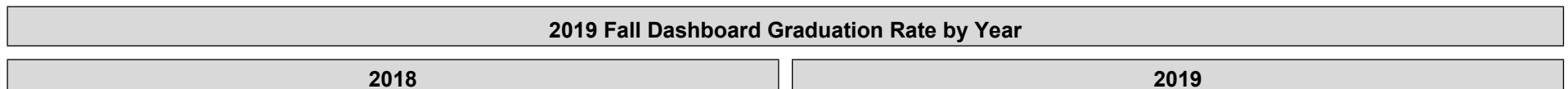
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1. No data for elementary students

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



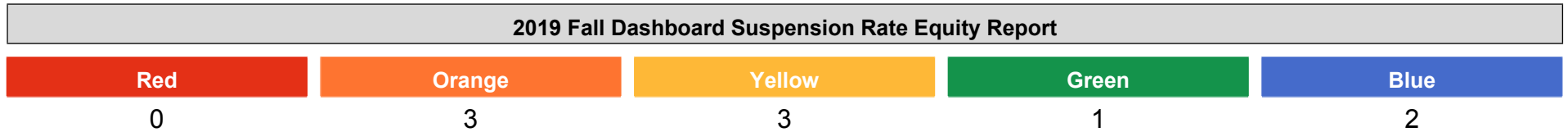
Green



Blue

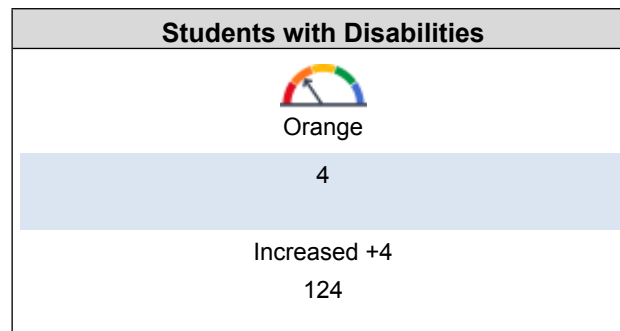
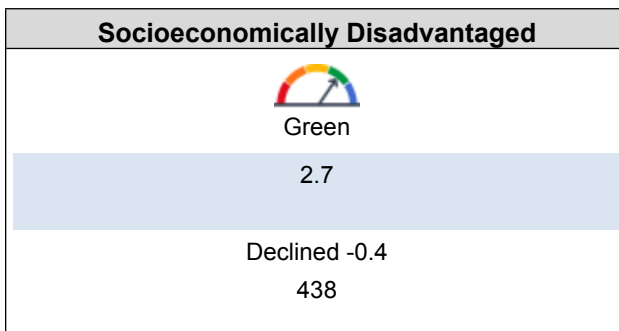
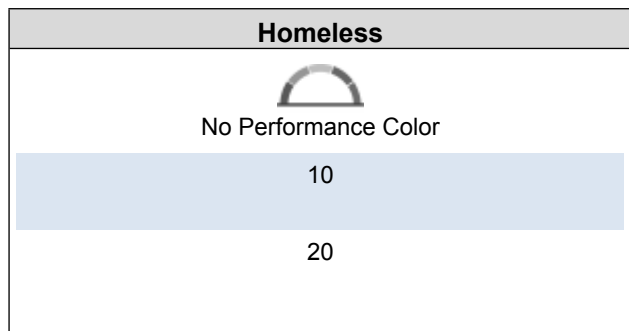
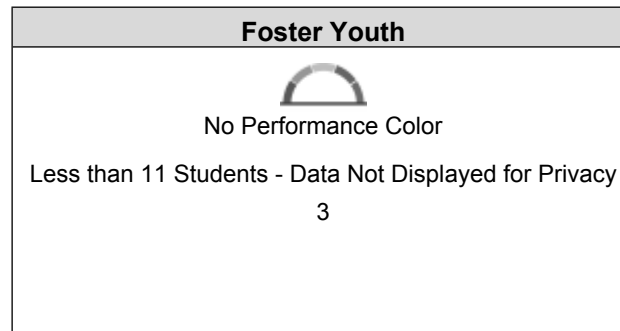
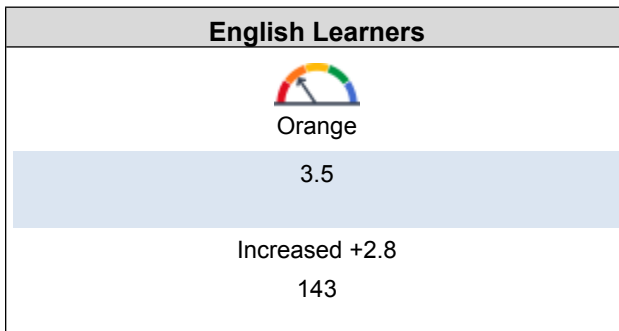
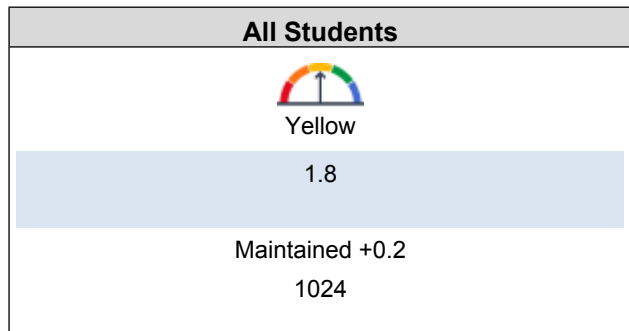
Highest Performance

This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.7 Increased +4.3 88	 No Performance Color Less than 11 Students - Data Not 1	 Blue 0 Maintained 0 82	 Blue 0 Declined -1 97
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.8 Maintained +0.1 438	 Yellow 3.1 Declined -0.9 64	 No Performance Color Less than 11 Students - Data Not 1	 Yellow 1.2 Maintained -0.1 253

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	1.8

Conclusions based on this data:

- Overall students remained in the yellow performance level for the suspension rate.
- Our Students with Disabilities, and African American groups suspension rate increased by 4 points from the previous year. We need to ensure that we are implementing culturally responsive practices in the classroom and on the yard, to ensure that we are supporting our student's needs.
- Three student groups are in the Orange which means these student groups saw an increase in the suspension rate from the previous year. As a school, we need to continue to monitor these groups to ensure we support their social emotional needs.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Engagement and Involvement
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
SCHOOL GOAL #1:
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
Data Used to Form this Goal:
The survey of staff, parents, and students, occurs every spring across the district. The surveys provide information on instruction, safety, communication, and programs. The site utilizes the survey to monitor programs, make needed changes, and/or continue systems that are successfully implemented. Additionally, we utilize: attendance data, staff meetings, SSC, ELAC, PTA Meetings, leadership meetings, classified staff meetings: sign-in sheets, agendas and minutes; data from safety walks, monthly safety drills, and LCAP survey results, as well as the Williams Compliance Quarterly Report.
Findings from the Analysis of this Data:
We need to continue to focus on utilizing standards-aligned instructional materials, and keep our school safe. Overall attendance rate: 96%; 2% of our students participated in counseling; monthly safety drills were conducted; 3% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report.
How the School will Evaluate the Progress of this Goal:
We will develop and administer a parent survey in the spring to determine how we are meeting the goal of utilizing standards-aligned instructional materials in safe school facilities. We will monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, and parent surveys

Strategy:

1. Provide instructional materials for TK-6th grade that are standards aligned in all subject areas

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will use district adopted textbooks and materials	August 2020-June 2021	Administration Leadership team Teachers	district funded			0.00

Strategy:

2. Provide instructional materials to support the educational program

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials and supplies as needed	August 2020-June 2021	Administration Office Manager	Purchase materials and supplies to support implementation of the educational program	4000-4999: Books And Supplies	LCFF-Base	35489.24
			Purchase materials to support asynchronous activities during distance learning	4000-4999: Books And Supplies	LCFF-Base	5500.00

Strategy:

3. Monitor site for clean and safe facilities and play areas

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide custodial materials	July 2020-June 2021	Administration Office Manager Custodial Staff	custodial supplies	4000-4999: Books And Supplies	LCFF-Base	12000.00

Strategy:

4. Maintain yard supervision and provide consistent yard supervisor training

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Monitor yard supervision daily to ensure that the site has daily coverage	August 2020-June 2021	Administration Office Manager	no cost			0.00
B. Provide regular yard supervisor training on safety procedures	August 2020-June 2021	Administration	yard supervisor training	2000-2999: Classified Personnel Salaries	LCFF-Base	1501.50
				3000-3999: Employee Benefits	LCFF-Base	148.50
C Provide other mandatory training to yard supervisor staff during the school year	August 2020-June 2021	Adminstration		2000-2999: Classified Personnel Salaries	LCFF-Base	455.00
				3000-3999: Employee Benefits	LCFF-Base	45.00

Strategy:

5. Conduct regular safety drills throughout the year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Conduct monthly safety drills (including fire drills, lock down drills, and earthquake drills)	August 2020-June 2021	Administration Office manager	no cost			0.00

Strategy:

6. Regularly monitor attendance of all students, especially unduplicated student populations, and provide site based and District wide incentives like banners, certificates, and special assemblies to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

A. The site will adopt March as perfect attendance month, and district-wide, recognize students with perfect attendance	March 2021- April 2021	Administration Teachers Office Staff	no cost	0.00
B. Monitor student attendance throughout the year and recognize students and classes for excellent attendance.	August 2020-June 2021	Administration Teachers Office Staff	no cost	0.00
C. Purchase attendance and engagement incentives	August 2020-May 2021	Assistant Principal Office Manager	purchase attendance and engagement incentives	4000-4999: Books And Supplies LCFF-Base 2000.00
D. Parents of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance, make changes to student contact information, etc.	November 2020 - March 2021	Administration	Provide training for parents during after school workshops and Coffee with the Principal	0.00
E. Office staff will assist with attendance monitoring through the A2A and the SART process.	September 2020-June 2021	Administration Office Staff	no cost	0.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA GOAL:
Proficiency in reading/language arts Proficiency in math Proficiency for high priority students
LCAP GOAL:
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

SCHOOL GOAL #2:

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichment in place to foster student success.

In the area of English Language Arts:

By the end of the 2020-2021 school year, 100% of students will show personal growth in ELA as measured in each grade level.

Transitional Kindergarten: 90% of the transitional kindergarten students will be able to know and apply grade-level phonics in isolation as measured by grade level benchmarks.

Kindergarten: 90% of Kindergarten students will be able to know and apply grade-level phonics and word analysis skills in decoding words in both isolation and in text as measured by grade level benchmarks.

1st: 100% of 1st grade students will show an average growth of 1 grade level or more on STAR reading. On District ELA Benchmarks, 80% of 1st grade students will meet or exceed a proficient level (80%).

2nd: 100% of 2nd grade students will show an average growth of 1 grade level or more on STAR reading. On District ELA Benchmarks, 80% of 2nd grade students will meet or exceed a proficient level (80%).

3rd: 100% of 3rd grade students will show an average growth of 1 grade level or more on STAR reading, and 75% of 3rd grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

4th: 100% of 4th grade students will show show an average growth of 1 grade level or more on STAR reading, and 75% of 4th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

5th: 100% of 5th grade students will show show an average growth of 1 grade level or more on STAR reading, and show personal growth by an increase in their individual ELA SBA scale scores from the 2018-2019 school year. 75% of 5th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

6th: 100% of 6th grade students will show show an average growth of 1 grade level or more on STAR reading, and show personal growth by an increase in their individual ELA SBA scale scores from the 2018-2019 school year 75% of 6th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

In the area of Mathematics:

By the end of the 2020-2021 school year, 100% of students will show personal growth in Mathematics as measured in each grade level.

Transitional Kindergarten: 90% of the transitional kindergarten students will be able to know and apply grade-level number sense skills in isolation as measured by grade level benchmarks.

Kindergarten: 90% of Kindergarten students will be able to know and apply grade-level mathematics in Counting & Cardinality and Operations & Algebraic Thinking in practice and real world application, as measured by portfolio testing and anecdotal records.

1st: 100% of 1st grade students will show an average growth of 1 grade level or more in STAR Math and 80% of 1st grade students will be able to know and apply grade-level mathematics as measured by district assessments.

2nd: 100% of 2nd grade students will show an average growth of 1 grade level or more in STAR Math, and 80% of 2nd students will meet or exceed a proficient level (80%) in math based on district benchmarks.

3rd: 100% of 3rd grade students will show an average growth of 1 grade level in STAR Math and 75% of 3rd grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

4th: 100% of 4th grade students will show an average growth of 1 grade level in STAR Math, and 75% of 4th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

5th: 100% of 5th grade students will show an average growth of 1 grade level in STAR Math and show personal growth by an increase in their individual Math SBA scale scores from the 2018-2019 year. 75% of 5th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

6th: 100% of 6th grade students will show an average growth of 1 grade level in STAR Math and show personal growth by an increase in their individual Math SBA scale scores from the 2018-2019 year. 75% of 6th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

Data Used to Form this Goal:

Foundational skills assessment (TK-2)
Beginning of year math assessment
ELPAC (TK-6)
3rd-6th Smarter Balanced Assessment (SBA) Scores
STAR Reading Assessment Results
STAR Math Assessment Results
ELD Matrix

Findings from the Analysis of this Data:

In the area of English Language Arts, SBA Scores from 2018-2019 indicate students in grades 3 - 6 have at least 57% meeting or exceeding standards. In the area of Mathematics, SBA Scores from 2018-2019 indicate students in grades 3 - 6 have at least 51% meeting or exceeding standards. Scores from TK - 2 indicate that at least 70% are meeting or exceeding grade level expectations.

How the School will Evaluate the Progress of this Goal:

Monitor IABs, STAR reading and STAR math assessments, TK portfolio data, grade level formative assessments, ELPAC Test Scores, ELD Matrices, GATE differentiated learning plans, data from Pathblazer, etc.

Strategy:

1. Provide professional development to support the educational program

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will participate in professional development and grade level collaboration in the areas of math, English Language Arts and English Language Development during Arts Enrichment	August 2020- June 2021	Administration Teachers District TOSAs	Early Release Wednesdays			0.00
B. Teachers will participate in peer observation to strengthen best practices in the classroom	February 2021- June 2021	Administration Teachers	Substitute Release Time 18 substitutes	1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	2250.00
				3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	493.92
C. Provide professional development on Pathblazer during PD Wednesdays to assist teacher with implementation within the classroom	August 2020- June 2021	Administration District TOSAs	Early Release Wednesdays			0.00
D. Provide training for primary teachers on early phonics intervention programs (SIPPS)	July 2020 - December 2020	Teachers	SIPPS Training Registration; 10 teachers	5000-5999: Services And Other Operating Expenditures	Misc. Grants	1000.00
				1000-1999: Certificated Personnel Salaries	Misc. Grants	4000.00
				3000-3999: Employee Benefits	Misc. Grants	1000.00

E. Provide training for primary teachers on early phonics intervention programs (Orton Gillingham training)	July 2020 - June 2021	Teachers	Orton Gillingham Training: 8 teachers registration	5000-5999: Services And Other Operating Expenditures	Misc. Grants	9600.00
			Orton Gillingham Training; 8 teachers extra duty pay	1000-1999: Certificated Personnel Salaries	Misc. Grants	10240.00
			Orton Gillingham materials	3000-3999: Employee Benefits	Misc. Grants	
				4000-4999: Books And Supplies	Misc. Grants	1420.41

Strategy:

2. Purchase California State ELA/ELD supplementary materials and/or digital standards based materials (i.e. Imagine Learning, etc) to assist with intervention for students at risk and enrichment programs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase supplementary materials for reading and math intervention and enrichment	August 2020	Administration	Purchase IXL for reading and math intervention	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	5000.00
			Purchase Read Naturally seats	4000-4999: Books And Supplies	Title I	3800.00
			Purchase math intervention materials	4000-4999: Books And Supplies	Title I	3132.06
			Purchase SIPPS intervention kits: see Goal 2, Strategy 2, Action A			0.00
B. Purchase materials to enhance primary students' background knowledge	August 2020	Administration Office manager	Purchase Scholastic News for 1st and 2nd grade students	4000-4999: Books And Supplies	Title I	1700.00
			Purchase Reading A-Z for TK-3rd grade	4000-4999: Books And Supplies	Title I	3879.75

C. Purchase library books, especially nonfiction, that support CA State ELA Standards based on teacher input	October 2020 - January 2021	Administration Library Resource Technician Teachers PTA	Purchase fiction and non fiction books	4000-4999: Books And Supplies	LCFF-Base	2000.00
			Purchase book bags for students to have at home	4000-4999: Books And Supplies	PTA	4000.00
E. Utilize district purchased programs for intervention and enrichment	August 2020- June 2021	Administration Teachers	Purchase Pathblazer:Edgenuity	4000-4999: Books And Supplies	District Funded	0.00
			Purchase Brainpop	4000-4999: Books And Supplies	District Funded	0.00

Strategy:

3. Provide collaboration time for teachers to support English Learners, Foster Youth, and Low Income students by monitoring student data, providing interventions, and enrichment during and outside of the school day in order to support mastery of grade level standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will work in grade level teams, to analyze data, unpack standards, and plan lessons to meet student needs (for All Students, Including Low Income, Foster Youth, and Socially-economically disadvantaged) to analyze data, and to determine next steps for reteaching and enrichment	November 2020- April 2021	Administration Leadership Teachers	grade level planning time during Early Release Wednesdays			0.00
B. Convene a leadership team to analyze student data to determine intervention and enrichment needs for students	August 2020- April 2021	Administration Leadership Teachers	Leadership team meetings: two half day meetings; one AM meeting once a month	1000-1999: Certificated Personnel Salaries	LCFF-Base	1450.00
				3000-3999: Employee Benefits	LCFF-Base	145.00
C. Teacher will systematically provide targeted, daily reading and math interventions utilizing resources from Benchmark Advanced and Math Expressions	August 2020- June 2021	Administration Leadership	grade level planning time during Early Release Wednesdays			

D. Teacher will systematically provide targeted, daily enrichment by integrating the Depth and Complexity Framework and icons into their lessons	August 2020- June 2021	Administration Teachers	Purchase Byrdseed TV subscriptions for 3rd-6th grade teachers - differentiated lessons/online content:	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2279.00
			Purchase differentiation materials	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2000.00
E. Implement ELA foundational skills assessment, ELA interim assessments, ELA district performance tasks, math inventory tests, and district math assessments	January 2020 - June 2021	Administration Teachers	provide substitutes for Kindergarten and 1st grade teachers for initial foundational skills assessment - 6 subs in January, 6 subs in March	1000-1999: Certificated Personnel Salaries	LCFF-Base	4785.00
				3000-3999: Employee Benefits	LCFF-Base	500.00

Strategy:

4 Provide additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards, and provide professional development for teachers to support this action

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide daily ELD instruction to increase the percent of EL's making progress on the ELP indicator	August 2020-June 2021	Administration Teachers	Administration will monitor ELD instruction, and support teaching staff on PD during early release Wednesdays- no cost			0.00
			Materials to support ELD	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	3000.00

B. Teachers will receive specific training on utilizing the ELD Matrix to determine and plan instructional needs and monitor English learner's academic progress.	October 2020	Administration Director of Curriculum and Instruction Teachers	PDD# 3 District training on ELD			0.00
C. Identify 3rd-6th grade students in need of phonics intervention, with a focus on English Learners and socioeconomically disadvantaged students as a priority groups	January 2020-June 2021	Administration Teachers	Hire experienced substitute teachers to provide in school, reading intervention, with a focus on phonics instruction, for two 8 week intervention sessions, 3 half days, 3 days a week	1000-1999:	Title I	8776.00
				Certificated Personnel Salaries		
D. Identify 1st and 2nd grade students in need of phonics intervention, with a focus on English Learners and socioeconomically disadvantaged students as priority groups	January 2020-June 2021	Administration Teachers	Utilize EL instructional program to provide intervention with the SIPPS program	2000-2999: Classified	Title I	13503.00
				Personnel Salaries		
E. Identify students for before and after school tutoring, in the area of math, to support their mastery of grade level standards with a focus on unduplicated students as a priority group.	December 2020 - April 2021	Administration Teachers	24 weeks, 7 teachers, 1 hour each week	1000-1999:	Title I	5376.00
				Certificated Personnel Salaries		
F. Monitor progress of unduplicated students through Aeries SST and determine necessary interventions for student success	November 2020- June 2021	Administration Teachers	Grade level planning during Early Release Wednesdays- no cost	3000-3999:	Title I	473.50
				Employee Benefits		

Strategy:

5. Support and Implement new summative English Language Proficiency Assessment for California (ELPAC) by providing administrators and teachers targeted professional development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Analyze ELPAC released questions to determine how to best support our English Learners in taking the ELPAC	November 2020-June 2021	Administration Director of English Learners	Grade level planning during Early Release Wednesdays - no cost			0.00

Strategy:

6. Support district provided "outside of the school year" intervention/enrichment academies (Winter and Summer Academies for low income, English Learners, and Foster Youth; Summer Academy for GATE, curriculum correspondence, summer AR, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Distribute and coordinate paperwork for students attending intervention/enrichment activities and Summer Correspondence and Summer AR	August 2020-June 2021	Assistant Principal Office staff Teachers	no cost			0.00

Strategy:

7. Continue articulation with Hart District to support students transitioning to junior high school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide 6th grade teachers an opportunity to visit the junior high to support articulation with the Hart district	February 2021	Administration Office manager	Substitutes for 6th grade teachers	1000-1999: Certificated Personnel Salaries	LCFF-Base	500.00
				3000-3999: Employee Benefits	LCFF-Base	109.76
B. Administer 7th grade placement test for current 6th graders	May 2021	Teachers	no cost			0.00
C. Provide binder reminders to 4th-6th grade students promote readiness for middle school	August 2020	Administration	purchase binder reminders	4000-4999: Books And Supplies	LCFF-Base	1000.00

Strategy:

8. Assistant Principals will be provided professional development in order to provide targeted support to unduplicated students at Fair Oaks Ranch

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Assistant principal will coordinate Operation School Bell to provide our unduplicated students with clothing vouchers	September 2020	Assistant Principal Teachers	no cost			0.00
B. Assistant principal will work with families on necessary paperwork to receive services.	August 2020-June 2021	Assistant Principal Office Manager Teachers	no cost			0.00

Strategy:

9. Utilize District Teacher on Special Assignment (TOSA) to provide coaching and intervention support for teachers and their at risk students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Work closely with TOSA on a schedule to work with teachers and grade levels to support at risk students	August 2020-June 2021	Administration District TOSAs	no cost			0.00
B. Collaborate with TOSA on PD for teachers during early release Wednesdays	December 2020-June 2021	Administration District TOSAs	Early release Wednesdays - no cost			0.00

Strategy:

10. Implement and purchase materials for visual and performing arts (VAPA) plan which focuses on arts integration

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

A. Purchase resources and provide access to VAPA (Visual And Performing Arts) lessons	December 2020-June 2021	Administration Office manager	Art supplies for VAPA lessons	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	4652.06
B. Provide weekly VAPA lessons to students during the school year	December 2020-June 2021	Administration District personnel	VAPA Lessons per grade level	5000-5999: Services And Other Operating Expenditures	District Funded	0.00

Strategy:

11. Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational programs

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials to support the physical education programs	November 2020-May 2021	Administration Teachers	PE equipment	4000-4999: Books And Supplies	LCFF-Base	2000.00
B. TK and Kindergarten students will implement fine and gross motor activities in their daily lessons	November 2020-May 2021	Administration Teachers	PE equipment to support gross motor development	4000-4999: Books And Supplies	LCFF-Base	2000.00

Strategy:

12. Purchase technology and equipment to support the basic program

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase equipment, materials and supplies	August 2020-June 2021	Administration	Replacement equipment - microphones, chrome books, etc.	4000-4999: Books And Supplies	LCFF-Base	2000.00
B. Purchase Screencastify for teachers to record lessons for online learning	September 2020	Administration	Purchase subscription for Screencastify	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1000.00

Strategy:

13. Purchase devices and provide training to staff to support unduplicated students to access supplementary materials using technology

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Replace outdated Chromebook cart to support unduplicated students and maintain a ratio of 3 classes to 1 Chromebook cart ensure access to online intervention/enrichment programs.	July 2020	Administration	Ensure students are provided opportunities to work with technology/equipment- - purchase Chromebooks and carts	5000-5999: Services And Other Operating Expenditures	Title I	26931.10
				5000-5999: Services And Other Operating Expenditures	Misc. Grants	13902.59

Strategy:

14. Provide Computer Lab Specialist to support unduplicated students' technology skills to meet grade level standards

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase Materials and supplies for STEAM (Science, Technology, Engineering, Art, Math) and STEAM lessons	November 2020 - June 2021	Administration Leadership Teachers	instructional materials and resources	4000-4999: Books And Supplies	LCFF-Base	3000.00

Strategy:

15. Maintain full day Transitional Kindergarten to provide access to strong early childhood programs that will strengthen student's social and academic skills, especially for unduplicated students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

A. TK teacher will implement district approved curriculum to strengthen students' academic and social emotional needs	August 2020 - June 2021	Administration Teachers	district provided curriculum	4000-4999: Books And Supplies	District Funded	0.00
---	-------------------------	-------------------------	------------------------------	-------------------------------	-----------------	------

Strategy:

16. Support all students, especially students with disabilities and students at risk, in the area of mathematics by monitoring formative and summative data and providing targeted intervention as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Identify 3rd-6th grade students in need of math intervention, with a focus students with disabilities and students at risk, as a priority group. Provide intervention during the school day.	November 2020 - May 2021	Administration Teachers	Purchase math intervention materials: See Goal 2, Strategy 2, Action A Provide before and after school tutoring: See Goal 2, Strategy 3, Action E Provide in school intervention: See Goal 2, Strategy 3, Action C			0.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Engagement and Involvement
LEA GOAL:
Parents and community
LCAP GOAL:
All families and the broader community are welcomed and are partners in supporting the whole child.
SCHOOL GOAL #3:
All families and the broader community are welcomed and are partners in supporting the whole child.
Data Used to Form this Goal:
Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, LCAP survey
Findings from the Analysis of this Data:
93.5% of parents reported feeling welcomed, 92.97% of parents reported being satisfied with their child's learning experience, 71% of parents felt that they were provided opportunities to participate in the decision making of their child's educational program, etc.
How the School will Evaluate the Progress of this Goal:
Monitor Goal Setting Conferences and Parent Conference Schedules; Parent Square, LCAP Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, attendance Family Resource Fair.

Strategy:
1. Increase communication (i.e. Posters, flyers, website updates, postcards, etc,) for parents and the broader community

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

A. Increase on-line communication for parents and community through the use of Parent Square	August 2020- June 2021	Administration Teachers	Purchase Parent Square	5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
--	------------------------	-------------------------	------------------------	---	-----------------	------

Strategy:

2. Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. All parents will have at least weekly communication with teachers and/or schools (ex. Parent Square, Blackboard Connect, flyers, notes home, Class Dojo etc.)	August 2020- June 2021	Administration Teachers Office managers	no cost			0.00
B. Provide Binder Reminders/School Planners in preparation for Jr High expectations/Practices	August 2020	Administration 4th-6th grade teachers	See Goal 2, Strategy 7, Action C			0.00
C. Provide monthly newsletter with tips for parents to support their children at home.	September 2020 - May 2021	Administration	Purchase newsletters through Home School Connection	4000-4999: Books And Supplies	Title I	1949.10

Strategy:

3. Continue to provide translation services to families as needed. (Ex. Sign Language Interpreters for IEPs after school, meetings, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

A. Continue to provide translation services to families as needed (Ex. IEPs, after school meetings, parent conferences, etc.)	August 2020- June 2021	Administration Office Staff	translation services	2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	568.75
				3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	56.25

Strategy:

4. Site's SSC and ELACs will continue to provide input to Administration in the school's and district's plans (ie the School Plan for Student Achievement (SPSA) and the School Safety Plans, and LCAP)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Present relevant information at PTA, SSC, and ELAC meetings	August 2020- June 2021	Administration	materials for meetings	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	250.00
B. The site will convene an active ELAC and provide families with resources to support their children	August 2020- June 2021	Administration	materials for meetings	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	1000.00
C. The site will convene a Safety Committee to work on the site safety plan	August 2020- June 2021	Administration Site Council	Extra duty hours for participating teachers	1000-1999: Certificated Personnel Salaries	LCFF-Base	395.00
				3000-3999: Employee Benefits	LCFF-Base	105.00
D. Purchase materials and supplies to support the safety plan	August 2020- June 2021	Administration Safety Committee	emergency supplies, signage, etc	4000-4999: Books And Supplies	LCFF-Base	300.00
E. Purchase materials to direct/inform parents of on campus safety protocols and procedures (2 cards per family)	December 2020	Administration	flyers, card stock for car cards	4000-4999: Books And Supplies	LCFF-Base	150.00

Strategy:

5. Families will receive support and training on how to access the Aeries Parent Portal to view student attendance and state attendance. Computers for parent use will be made available at all school sites.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide parents training on the Aeries Parent Portal during the Coffee with the principal and PTA meetings	August 2020- June 2021	Administration	training during PTA meetings and Coffee with the Principal - no cost			0.00

Strategy:

6. Provide after school and evening parent workshops to increase student achievement and parental involvement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Hire teachers to facilitate parent education night meetings	August 2020- June 2021	Administration Leadership team Teachers	Teacher extra duty pay; 3 parent nights, 17 teachers; 2 hours each night	1000-1999: Certified Personnel Salaries	LCFF- Supplemental/Concentration	3264.00
				3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	450.06
B. Purchase materials and supplies for parent education nights, as needed	August 2020- June 2021	Administration Leadership team Teachers	Instructional resources for parents	4000-4999: Books And Supplies	Title I	954.93
C. The site will provide after school and evening English Learner parent workshops to increase student achievement and parental involvement	August 2020- June 2021	Administration Leadership team Teachers	Instructional resources for parents	4000-4999: Books And Supplies	Title I	520.77
D. Hire teachers to facilitate English Learner parent night meetings	August 2020- June 2021	Administration Leadership team Teachers	Teacher extra duty pay; 3 nights; 2 teachers; 3 hours each night	1000-1999: Certified Personnel Salaries	Title I	576.00
				3000-3999: Employee Benefits	Title I	126.72

Strategy:

7. Invite William S. Hart Union School District feeder schools to collaborate with families in preparation for a successful junior and high school transition

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Invite junior high principals to discuss successful junior high transitions at PTA meeting	February 2021 - March 2021	Administration	no cost			0.00
B. Coordinate the 6th grade spring field trip to the feeder junior high school	February 2021 - March 2021	Administration Office manager 6th grade teachers	no cost			0.00
C. Coordinate with Hart feeder school to share newsletters and school events with 6th grade students and families.	January 2021 - June 2021	Administration Office manager 6th grade teachers	no cost			0.00

Strategy:

8. Provide new parent orientation meetings with District Staff welcome our new families

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Host New Family Open house at Fair Oaks Ranch Community School	January 2021	Administration District office personnel Office manager	district funded			0.00
B. Host TK/K parent orientation to support students' transition to Fair Oaks Ranch	May 2021	Administration Office manager K Team	purchase materials for orientation	4000-4999: Books And Supplies	LCFF-Base	1000.00
				1000-1999: Certificated Personnel Salaries	LCFF-Base	1185.00
				3000-3999: Employee Benefits	LCFF-Base	315.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Supporting the Whole Child
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
SCHOOL GOAL #4:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
All students, including low income, English Learners, and Foster Youth, will be provided a safe, and healthy learning environment to achieve social, emotional, and academic success. The number of office referrals will decrease by 10%. The number of suspensions will decrease by 10%.
Data Used to Form this Goal:
California Healthy Kid Survey LCAP survey Discipline reports Attendance reports
Findings from the Analysis of this Data:
On the 2019 California Healthy Kids Survey, when students were asked if they feel connected to school, 56% of 5th graders, and 34% of 6th graders reported feeling connected "all of the time". On the LCAP Survey, 60.63% of parents reported that the school's behavioral program positively impacted their child, 29.92% stated the question was not applicable.
How the School will Evaluate the Progress of this Goal:
Monitor discipline records, counseling attendance; administer California Healthy Kids Survey, and student LCAP survey

Strategy:

1. Increase students reporting positive relationships and safety

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Administer 5th and 6th grade students the CA Healthy Kids Survey and TK-6th grade students the LCAP survey	January 2021 - March 2021	Administration Teachers Leadership	no cost			0.00
B. Develop Teacher/Staff Mentor program on campus	October 2020- June 2021	Administration Leadership Teachers Classified Staff	Mentor program to promote positive relationships at Fair Oaks Ranch - no cost			0.00
C. Implement Circle of Friends group to promote positive relationships and teach social skill	January 2021- June 2021	Administration School Psychologist RSP teacher Special Education teacher	supplies for Circle of Friends activities	4000-4999: Books And Supplies	LCFF-Base	500.00

Strategy:

2. Increase small group counseling for all students by providing services for identified students, including English Learners, Low Income, and Foster Youth, to support their social/emotional and academic success in school

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide small group counseling for identified students to support their (social) and academic success in school	August 2020- June 2021	Administration Teachers Counselor	one day a week counseling services	5000-5999: Services And Other Operating Expenditures	District Funded	0.00

Strategy:

3. Utilized the Behavior Intervention Supervisor, and Behavior Intervention Assistants, to support students, especially low income, Foster Youth, and English Learners, in regular and special education classes to support student connectedness and access to the core program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will utilize the Aeries SST online to regularly monitor at risk students for social/emotional and academic needs.	August 2020- June 2021	Administration School Psychologist	Early Release Wednesdays Arts Enrichment release time:			
B. The MTSS (multi-tiered system support) team will meet with teachers to determine positive behavior supports in place for at risk students	January 2021- June 2021	Administration School Psychologist Resource Teacher	3 substitutes; 3 times a year	1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Conce ntration	1125.00
				3000-3999: Employee Benefits	LCFF- Supplemental/Conce ntration	246.96

Strategy:

4. Show an increase of parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Work with parents during Coffee with the Principal to discuss school safety, and climate, and work on solutions to challenges	August 2020- June 2021	Administration				

Strategy:

5. Support schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelso Choices, Capturing Kids' Hearts, AR incentive program, spirit assemblies, etc.) that promote student engagement for all students, including English Learners, Low Income and Foster Youth

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

A. Provide Capturing Kids' Hearts training to promote student engagement and student connectedness to school	March 2021	Administration	Two, one day training for 50 employees	5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental/Concentration	6000.00
			travel expense for trainer	5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental/Concentration	2000.00
			staff pay for 1 days of training	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	3000.00
B. Continue to implement Capturing Kids' Hearts program to support positive relationships on campus	August 2020- June 2021	Administration Leadership Teachers Noon supervisors	utilize support materials for Capturing Kids Hearts through the school year			0.00
C. Site will recognize students at monthly assemblies who demonstrate Character Counts and Scholarly Behavior characteristics	August 2020- June 2021	Teachers				
D. Purchase materials and supplies to support assemblies	August 2020- June 2021	Administration Office staff	Awards, certificates, and dog tags	4000-4999: Books And Supplies	LCFF-Base	2000.00
E. 6th grade teachers implement TUPE grant, Botvin's Life Skills curriculum	August 2020- June 2021	6th grade teachers	District funded - Life Skills Curriculum			

Strategy:

6. Continue to support unduplicated count by having LVN's at school sites to support the health of students, especially Low Income, Foster Youth, and English Learners, in need

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District LVN at school site	August 2020- June 2021	Administration	LVN: district funded			0.00

Strategy:

7. Utilize school social worker and support personnel to provide comprehensive services to parents, students (i.e. counseling, basic needs, etc) addressing barriers that limit a student from receiving full benefit from their education experience, as well as, provide additional professional development for the social worker to support students, especially Low Income, Foster Youth, and English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Utilize District Social Worker to support students, especially Low Income, Foster Youth, and English Learners.	August 2020- June 2021	Administration team	Social Worker: District Funded			0.00

		Principal				
--	--	-----------	--	--	--	--

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-Base	83,579.00	0.00
LCFF- Supplemental/Concentration	37,636.00	0.00
Title I	74,066.00	0.00
PTA	4,000.00	0.00
Misc. Grants	41,163.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF- Supplemental/Concentration	37,636.00
LCFF-Base	83,579.00
Misc. Grants	41,163.00
PTA	4,000.00
Title I	74,066.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	46,922.00
2000-2999: Classified Personnel Salaries	16,028.25
3000-3999: Employee Benefits	6,582.74
4000-4999: Books And Supplies	110,477.32
5000-5999: Services And Other Operating Expenditures	52,433.69
5800: Professional/Consulting Services And Operating	8,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
5800: Professional/Consulting Services	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	9,639.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	568.75
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	1,247.19
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	18,181.06
5800: Professional/Consulting Services	LCFF- Supplemental/Concentration	8,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	8,315.00
2000-2999: Classified Personnel Salaries	LCFF-Base	1,956.50
3000-3999: Employee Benefits	LCFF-Base	1,368.26
4000-4999: Books And Supplies	LCFF-Base	70,939.24
5000-5999: Services And Other Operating	LCFF-Base	1,000.00
1000-1999: Certificated Personnel Salaries	Misc. Grants	14,240.00
3000-3999: Employee Benefits	Misc. Grants	1,000.00
4000-4999: Books And Supplies	Misc. Grants	1,420.41
5000-5999: Services And Other Operating	Misc. Grants	24,502.59
4000-4999: Books And Supplies	PTA	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	14,728.00
2000-2999: Classified Personnel Salaries	Title I	13,503.00
3000-3999: Employee Benefits	Title I	2,967.29
4000-4999: Books And Supplies	Title I	15,936.61
5000-5999: Services And Other Operating	Title I	26,931.10

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,139.24
Goal 2	155,266.22
Goal 3	13,166.58
Goal 4	14,871.96

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julie McBride, Principal	X				
Monica Bowers, Teacher		X			
Natalie Badalof, Teacher		X			
Erin McCleary, Teacher		X			
Laura Sandeen, Classified Staff			X		
Kristyn Butler, Parent				X	
Toni Harrison, Parent				X	
Emmanual Barbieto, Parent				X	
Marcos Ballesteros, Parent				X	
Nick Amaro, Parent				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 29th, 2020.

Attested:

Julie McBride

Typed Name of School Principal

Signature of School Principal

Date

Marcos Ballesteros

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

TOP SITE Council Meeting 10/29/20

07:28:34 From Monica Bowers : Monica Bowers
07:28:35 From Miss Badalof : Natalie Badalof
07:28:36 From Julie McBride : Site Council Sign in
07:28:42 From Julie McBride : Julie McBride
07:28:50 From Toni Harrison : Toni Harrison
07:28:55 From Herminia Barbiato : EMMANUEL BARBIETO
07:30:09 From Mrs. Sandeen : Laura Sandeen
07:54:03 From Mrs. Sandeen : How often do students come on campus to pick up materials? Like book bags, math supplies, etc.
07:54:33 From Miss Badalof : They have come twice so far, once before school started and once a few weeks ago to get a second round of materials. Otherwise, teachers are arranging their own pick ups if they have additional materials they want to send home.
08:00:16 From Miss Badalof : Maybe this year they can do a "virtual field trip" there if they are closed still.
08:04:02 From M Ballesteros : ae misc. grant direct to the school or the dist?
08:13:32 From Mrs. Sandeen to Julie McBride (Privately) : Circle of friends- Jan. 2021?
08:16:27 From M Ballesteros to Julie McBride (Privately) : is the suspension rate that negative that it would be specifically noted
08:22:42 From M Ballesteros to Julie McBride (Privately) : just for my craziness could we have the 2 FUNDING SOURCE Columns match list order

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 29th, 2020.

Attested:

Julie McBride

Typed Name of School Principal



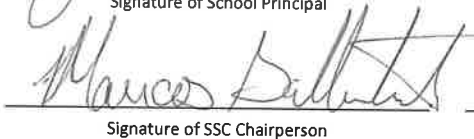
Signature of School Principal

10/29/20

Date

Marcos Ballesteros

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/29/20

Date

PLEASE POST

Sulphur Springs Union School District
 Fair Oaks Ranch Community School SSC Meeting (special meeting)
 Date: October 29th, 2020 via Zoom
AGENDA

Legal Requirements (Check topics to be covered at this meeting):			
SSC Business		SPSA	
	Title I Parent Involvement Policy, Home School Compact		SPSA Goal Review
X	SSC Bylaws		SPSA Target Progress
	PAC, ELAC	X	Modifications for SPSA Goals, Strategies, Funding
	Uniform Complaint Procedures		Assessment and Evaluation Survey for SPSA
	Attendance	Budget	
	Parent Education Opportunities		Funding Updates (Torlakson Informational)
	SSC Survey (end of year)		Modifications to Categorical Funding based on Target Updates
Data Review			
	CAASPP Data	Advisory Council & ELAC	
	Benchmark Data		EL Program
	Accountability Information		Reports
	Other Data Review		Training

ITEM	DESCRIPTION / ACTIONS	ACTION REQUESTED OF SSC MEMBERS
1. Call to Order	Julie McBride: Principal	Informational
2. Roll call of members	Julie McBride: Principal	Informational
3. Approval of Agenda	Julie McBride: Principal	Voting
4. Reading and approval of the minutes	Action Item: Approval of minutes for October 22nd, 2020; Julie McBride: Principal	Voting
5. Report of committees/ officers/principal A. Site Council Officer descriptions B. Continue review of 2020.2021 School Plan (SPSA)	Julie McBride: Principal	Informational

6. Public Comment	Public	Informational
7. Action Items: A. Elect Site Council Officers B. SSC Approval of 2020.2021 School Plan (SPSA)	Julie McBride: Principal	
8. Future Agenda Items • Review SPSA Goal #4 • Reopening Schools Protocols	Julie McBride: Principal	Informational
9. New Business:	Julie McBride: Principal	Informational
10. Adjournment	Julie McBride: Principal	Informational

Next Scheduled SSC Meeting: November 19th, 2020 at 7:30am [Zoom Link](#)

Date Posted: October 25th, 2020 (must be 72 hrs before meeting)

Sulphur Springs Union School District

Fair Oaks Ranch Community School SSC Meeting
 Date: October 29th, 2020 via Zoom (special meeting)

MINUTES

x	Julie McBride	Principal	x	Emmanuel Barbieto	Parent (1st year)
x	Monica Bowers	Classroom Teacher (1st year)		Krystin Butler	Parent (2nd year)
x	Erin McCleary	Classroom Teacher (2nd year)	x	Toni Harrison	Parent (2nd year)
x	Natalie Badalof	Classroom Teacher (1st year)	x	Marcos Ballesteros	Parent (1st year)
x	Laura Sandeen	Other – school personnel		Nick Amaro	Parent (2nd year)

Guest(s) Name:

Item	Description/Actions	Meeting Summary
1. Call to Order	Julie McBride: Principal	Informational: Meeting was called to order at 7:30 a.m.
2. Roll call of members	Julie McBride: Principal	Informational
3. Approval of Agenda	Julie McBride: Principal	Voting: Motion to approve the agenda was moved by Toni Harrison and seconded by motion was passed Monica Bowers unanimously.

<p>4. Reading and approval of the minutes</p>	<p>Action Item: Approval of minutes for October 22nd, 2020; Julie McBride: Principal</p>	<p>Voting: Motion to approve the minutes was moved by Natalie Badalof and seconded by Monica Bowers</p>
<p>5. Report of committees/ officers/principal</p> <ul style="list-style-type: none"> A. Site Council Officer descriptions B. Continue review of 2020.2021 School Plan (SPSA) 	<p>Julie McBride: Principal</p>	<p>Informational:</p> <p>Mrs. McBride shared the descriptions of the roles of the officers, Chairperson, Vice-Chairperson, and the Secretary. These are a 1 year term.</p> <p>Mrs. McBride shared SPSA Goal 2, which is our big academic goal. The goal has strategies and actions. Strategies align to the LCAP and actions are what we are going to do regarding that. Mrs. McBride shared the actions and discussed specific actions to correlate to those goals. She continued sharing Goal 3, 4 continuing on with those specific strategies and actions.</p> <p>The allocations of funding sources were shared. Funds come from: Base, Supplemental/ Concentration, Title I, PTA and Misc Grants Total allocations were shared as was total expenditures by object type, and goal. .</p>
<p>6. Public Comment</p>	<p>Public</p>	<p>Informational</p>
<p>7. Action Items:</p> <ul style="list-style-type: none"> A. Elect Site Council Officers B. SSC Approval of 2020.2021 School Plan (SPSA) 	<p>Julie McBride: Principal</p>	<p>Voting: Pending corrections, a motion was made to move to approve the site plan by Monica Bowers, and seconded by Toni Harrison. Motion was passed unanimously.</p> <p>Marcos Ballesteros volunteered to be the ChairPerson. Natalie Badalof volunteered to be</p>

		<p>Vice Chairperson. Monica Bowers volunteered to be secretary.</p> <p>Toni Harrison made a motion to approve the slate of officers, and Laura Sandeen seconded the motion. Motion was approved unanimously.</p>
<p>8. Future Agenda Items</p> <ul style="list-style-type: none"> ● Review SPSA Goal #4 ● Reopening Schools Protocols 	SSC President	Informational
9. New Business:	Julie McBride: Principal	Informational
10. Adjournment	Julie McBride: Principal	Informational: Meeting was adjourned at 8:28 a.m.